

A STUDY ON ATTITUDE TOWARDS RESEARCH WITH ADJUSTMENT: A CORRELATIONAL STUDY

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Abstract

The purpose of the present study is to investigate the relationship between attitude towards research and adjustment of M.Ed students. Investigator descriptive survey method was adopted to conduct present study. A total of 400 M.Ed students were selected by stratified random sampling technique. In order to collect the data an adjustment inventory was developed and standardised and to measure attitude towards research of M.Ed students a scale constructed and standardised by Vishal Shood and Y. K. Sharma in 2013 was used. Person product moment correlation technique was used to analyse the collected data. The results of the investigation revealed that there is significant intra correlation between Attitude towards research (ATR) and its dimensions such as (ATR-A, ATR-B, ATR-C and ATR-D). The study further revealed that there is significant correlation between Attitude towards research (ATR) and Adjustment. Similarly ATR-A, ATR-B, ATR-C and ATR-D are significantly correlated with Adjustment. It can be concluded that ATR & its dimension are correlated with one other as well as they are significantly correlated with adjustment.

Keywords: Attitude towards research and Adjustment.



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INTRODUCTION

Education is a complex organisation or arrangement of a large variety of elements facilitating the process of students learning and research activities. Facilitation of research and learning happens essentially through research work and teaching. Teaching and research are two inseparable components. Research is the measure of the standard of a college or university. Although there are several elements like curriculum, textbooks, academic organisation and so on, support for research work and teaching, the role of the teacher, head of the institution and supervisor is very vital for creating a healthy research atmosphere. They undoubtedly play a central role in the facilitation process.

National policy on Education (1986) in chapter five recommended that the research in the humanities and social sciences will receive adequate support. To fulfil the need for the

synthesis of knowledge, inter-disciplinary research will be encouraged. Factors that are related with the quality of research conducted by the students are facilities available, mentors, departmental activities, attitude of both staff and students towards research, confidence etc. Among the mentioned above components attitude is a major factor to enhance the quality of research. It is generally found that positive attitude enables a person to solve the problem quickly whereas, negative attitude hampers the efforts in research. Attitude is the readiness to act in a certain way to certain situation. What constitute these such as moods, feelings, prejudices, fear and anxiety. Attitude is not a inborn tendency but it is learnt.

Adjustment includes two important factors i.e. individual and the environment. Individual includes heredity and biological factors, psychological factors, and the quality of socialisation etc. Whereas, the environment includes all the social factors. The process of adjustment becomes still more complicated when his/her interaction with one situation comes into conflict with the requirements of the other situation. One situation may give rise to pleasure while the other may give rise to unpleasure. The resulting situation may cause disturbance in his/her psyche , produce uncomfortable physical symptoms or may even lead to abnormal behaviour.

Adjustment is a continuous process, which produces a more harmonious relationship between the person and his/her environment. It is a process of directing one's own effort towards modification of behaviour and attitudes. This process helps the person to change his environment or his outlook. It promotes happiness and efficiency of the person in an environment. Every human being seeks adjustment to various situations. He constantly makes efforts to adjust himself to his surroundings because a wholesome adjustment is essential for leading a quality of research work and gaining satisfaction.

Research in the area of teacher education is felt outmost importance. Master in Education (M.Ed.) is a Teacher Education programme, which is operated at university and college level. Furthermore, research is taken as separate paper at M.Ed. level. In this Programme writing of Dissertation is made a compulsory component. The main aim of this programme is to provide capabilities of serving community in general and developing attitude towards research among the students in particular. At M.Ed level in what way students respond to the research and what are enabling factors for such response were the major concerns of the study. Therefore, the attitude of M.Ed students towards research and major factors responsible behind such attitude have been studied.

OBJECTIVE OF THE STUDY

1. To ascertain the relationship between the different dimensions of attitude towards research in terms of
 - a. General aspects of research and research process (ATR-A),
 - b. Usefulness of research in professional career(ATR-B),
 - c. Relevance of research in personal and social life(ATR-C), and
 - d. Difficulties in research and research anxiety (ATR-D).
2. To find out the relationship between Attitude towards research and Adjustment of M.Ed students.
3. To find out the relationship between dimension of Attitude towards research and Adjustment of M.Ed students.

HYPOTHESIS OF THE STUDY

H₀₁: There is no significant intra correlation between ATR and its dimensions of M.Ed students.

H₀₂: There is no significant correlation between Attitude towards research and Adjustment of M.Ed students.

H₀₃: There is no significant correlation between dimensions of Attitude towards research (ATR-A, ATR-B, ATR-C and ATR-D) with Adjustment of M.Ed students.

METHODOLOGY -

The present study employed descriptive survey method. It aimed at studying and describing the attitude towards research and adjustment of M.Ed students.

SAMPLE AND SAMPLING TECHNIQUES

In present study researcher has applied the stratified random sampling technique for selecting the sample from the population. After getting a list of recognized M.Ed department/institution from WRC-NCTE which included Government, semi-government and private department/institution of Chhattisgarh state, the researcher prepared paper chit of all 25 department/institution. Out of these 16 departments/institutions were selected and finally 25 M.Ed students were chosen randomly from each selected departments/institutions. Hence, a total of 400 sample selected for the present study.

TOOLS AND TECHNIQUES USED FOR DATA COLLECTION

As per the requirement of the study, one tools was i.e. Adjustment inventory constructed and standardised and one tool i.e. Attitude towards Research constructed and standardised by the Dr. Vishal Sood and Prof. Y. K. Sharma in 2013 was taken for study.

1. Attitude scale towards research (ASTR)
2. Adjustment Inventory (ADJ-I)

ANALYSIS AND INTERPETATION OF DATA

H₀₁: There is no significant intra correlation between ATR and its dimensions of M.Ed students.

Table No.- 1.0 Correlation matrix of ATR and its dimensions

Correlations		ATR-A	ATR-B	ATR-C	ATR-D	ATR
ATR-A	Pearson Correlation	1	.276**	.302**	.388**	.781**
	Sig. (2-tailed)		.000	.000	.000	.000
ATR-B	Pearson Correlation		1	.502**	.332**	.644**
	Sig. (2-tailed)			.000	.000	.000
ATR-C	Pearson Correlation			1	.413**	.688**
	Sig. (2-tailed)				.000	.000
ATR-D	Pearson Correlation				1	.735**
	Sig. (2-tailed)					.000
ATR	Pearson Correlation					1

** . Correlation is significant at the 0.01 level (2-tailed).

From the table 1.0 it is found that the intra correlation coefficient of ATR-A with ATR-B, ATR-C, ATR-D and ATR are 0.276, 0.302, 0.388 and 0.781 respectively. A deep analysis indicates that highest and strongest correlation exists between ATR-A and ATR, however lowest and weak correlation exists between ATR-A and ATR-B. Similarly correlation coefficient of ATR-B with ATR-C, ATR-D and ATR are found 0.502, 0.332 and 0.644 respectively. A micro analysis indicates that there is a highest and strongest correlation between ATR-B and ATR, however lowest and weak correlation exists between ATR-B with ATR-D. The Correlation coefficient of ATR-C with ATR-D and ATR are 0.413 and 0.688 respectively, a micro view indicates that the later value is more than that of former value. Finally Correlation coefficient between ATR-D and ATR is 0.735. All values are positively significantly correlated with one another at .05 level of significance. Thus the null hypothesis that there is no significant intra correlation between ATR and its dimension of M.Ed students is rejected.

H₀₂: There is no significant correlation between Attitude towards research (ATR) and Adjustment of M.Ed students.

Table No.- 1.01 Correlation among Attitude towards research (ATR) and Adjustment of M.Ed student

		ATR	Adjustment
ATR	Pearson Correlation	1	.225**
	Sig. (2-tailed)		.000
Adjustment	Pearson Correlation		1

** . Correlation is significant at the 0.05 level (2-tailed).

It is revealed from the table 1.01, the coefficient of correlation between ATR and adjustment is 0.225. This indicates that ATR and Adjustment are significantly correlated at .05 level of significance. Further the correlation between these sets of variable is found positive. Thus the null hypotheses that there is no significant correlation between Attitude towards research (ATR) and Adjustment of M.Ed students are rejected.

H₀₃: There is no significant correlation between dimensions of Attitude towards research (ATR-A, ATR-B, ATR-C and ATR-D) with Adjustment of M.Ed students.

Table No.- 1.02 Inter correlation of ATR - A, B, C & D and Adjustment

Correlations		ATR-A	ATR-B	ATR-C	ATR-D	Adjustment
ATR-A	Pearson Correlation	1	.276**	.302**	.388**	.112*
	Sig. (2-tailed)		.000	.000	.000	.025
ATR-B	Pearson Correlation		1	.502**	.332**	.155**
	Sig. (2-tailed)			.000	.000	.002
ATR-C	Pearson Correlation			1	.413**	.181**
	Sig. (2-tailed)				.000	.000
ATR-D	Pearson Correlation				1	.236**
	Sig. (2-tailed)					.000
Adjustment	Pearson Correlation					1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

From the table 1.02 it is found that the value of correlation coefficient of ATR-A, ATR-B, ATR-C and ATR-D with Adjustment is 0.112, 0.155, 0.181, and 0.236 respectively. A micro analysis indicates that the highest and strongest correlation exists between adjustment and ATR-D however lowest and weak correlation exists between adjustment with ATR-A. ATR-A, ATR-B, ATR-C and ATR-D are significantly correlated with Adjustment of M.Ed Student at .05 level of significance. In other words it can be said that the null hypothesis that there is no significant correlation between ATR-A, ATR-B, ATR-C and ATR-D with Adjustment of M.Ed students is rejected.

CONCLUSION

Findings of the study indicates that adjustment is one of the important factors for developing attitude towards research of M.Ed students. Students with high adjustment so positive attitude towards research. There for intuitions should create a climate where students can adjust them easily. Induction programme may be organised to sensitise the students regarding the important of research at master level. Teachers should provide positive group climate, freedom and motivation to the students for initiations and expressions of their thoughts, plans, problems and new ideas. Institutions should promote to establish students research club. This will help students to create good relations and inter personal assistance. Seminars, conferences, research orientation, tool presentation, synopsis presentation should be organised in a regular interval of time. This would help the students to share their field experiences as well as problems faced in the field work. Teachers should impartial and unbiased towards all students and should encourage teamwork and collaborative activities among the students.

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